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ABSTRACT

This study investigates foreign students' attitudes towards and adjustment to the Swedish system of university education. The report is exclusively concerned with the academic adjustment of a group of 120 students from the so-called "developing countries." A questionnaire on different aspects of Swedish university education which provides information for the analysis of the sample is included. (RL)

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THE ACADEMIC ADJUSTMENT OF A GROUP OF FOREIGN STUDENTS IN SWEDEN

Abstract. - A descriptive study on the academic adjustment of 120 foreign students, from the so-called developing countries, studying in four Swedish universities, is reported here. A questionnaire containing questions on different aspects of Swedish university education was sent to each individual.

I. INTRODUCTION

One of the main problems in the Technical Assistance Program for the so-called developing countries has been and is the problem of supplying these countries with educated staff for different fields. It is a known fact that these countries have a shortage of trained personnel, which is a great handicap to their political, social and economic development. A great part of the aid given to these nations, either through multilateral or bilateral means, is therefore used for educational programs in different forms.

Two methods are used in approaching this problem. 1) Aid for training the needed personnel in the countries themselves. This is accomplished by giving economic aid for buildings and educational materials and by sending teachers and other experts to serve in the countries for a certain period of time (the Americal Peace Corps Program and the Swedish Volunteer Service are examples). 2) Scholarships to students from these countries for higher theoretical and practical training in the technically more developed countries.

Sweden, which is both multilaterally and bilaterally engaged in this International Assistance Program, is working through both the abovementioned methods. In our case the most interesting problem is the second of the methods namely the program of scholarships for studies in, for example, Sweden. Both the Swedish Government through the Swedish International Development Authority (SIDA)[1)] and other independent organizations like the Student Unions in the Swedish Universities are bringing students from the developing countries to Sweden

1) At the time of data collection and until July 1965, aid was given through the Agency for International Assistance (Nämnden för internationellt bistånd or NIB). We shall, therefor, refer to this organization in the present report.

for training. Much discussion has been advanced for and against this method from which we can distinguish two extreme viewpoints. a) One of these is that "it is wrong to take students out of their national and cultural context and train them in an entirely different situation. This would create adjustment and readjustment problems in the host country as well as in their own countries after completed studies. It is only loss of time and money. It is better to send teachers and experts to the countries and train the students in their own cultural setting, because the training they get outside their national environment might not be applicable when they get back to their countries." b) On the other extreme we have the group supporting the idea of scholarships being offered for training in Sweden. This group says that "from the point of view of international understanding it is useful to bring students to Sweden for studies. It is also important to show these future leaders of these nations how a real democratic society like Sweden functions. Besides, the training they can get here is of better quality because we have well qualified staff and educational facilities of a high standard." We will avoid taking side yet as to which of these standpoints we shall support. They might be right in their respective way. It all depends on the whole purpose of the aid. Nevertheless, the choice need not be between these two extreme suggestions although we have to be aware of all the problems brought up for discussion by the two groups.

In the course of the whole discussion on the best way of training the people from the developing countries, the main underlying idea has been to help the countries in their development by supplying them with trained man-power. Very little or no consideration has been taken to the group of individuals to be trained. The focus has been on the nations and not on the individuals. We know, thus, very little about the material we are supposed to work with - the individuals we want to train. Do they learn better in their own cultural setting? Do they meet problems of adjustment in the country where they come for studies? If so, what is the nature of the problems? Is it easier for them to apply training received in their countries than to apply the same training received in another country? Do they accept the concept of democracy according to expectations or do they develop a negative reaction to it during their stay in the host country? Do they return to their countries after having completed their training? If not, why? It is necessary to find the answers to these and related questions in order to make the Assistance Program more profitable. The pro-

blem is not as simple as bringing a group of individuals, giving them a stock of knowledge or technical know-how and sending them back to their countries to work. We must realize that we have to do with individuals who are in the process of dynamic development. They have, in addition to the responsibility they feel for the development of their countries, personal desires and goals. They have material, social, emotional and moral needs. Their goals change or become modified during the process of training. They develop new goals which make the achieved training only a sub-goal for their attaining a higher one. Due to factors like these, it is difficult to predict whether the individual student returns back to his country immediately after having completed his training program. The complexity of the problem is, therefore, very great. A failure to take the individuals and their adjustment into consideration would not only mean a failure in the Assistance Program but may even destroy the whole future of the individual, who gets discouraged and is imposed to a terrible psychological pressure.

II. THE CONCEPT OF ADJUSTMENT

The term "adjustment" is used in many different ways meaning a number of different things. We speak of social adjustment, emotional adjustment, adjustment in marriage, adjustment to college studies, adjustment to a physical handicap, etc. The concept is defined differently when used in these different situations. In this study, we shall mean by adjustment the degree to which an individual is able to adequately adapt himself to new educational situations and requirements. But because of this process being so complex and in view of the fact that only some of its aspects are under investigation, the concept will be given an operational definition. We are here primarily interested in the academic adjustment of a group of individuals. Adjustment will be defined by the positive answers (answers expressing feelings of satisfaction and positive attitudes) to the items in the questionnaire dealing with different aspects of Swedish education.

III. STUDYING ABROAD

Studying abroad is not a new phenomenon. The Romans travelled to Athens and Alexanderia to learn what they could not study at home, and many scholars in the Middle Ages went to different places. What perhaps is new for the twentieth century is the greater emphasis to the attainment of world peace through international understanding, the distribution of technical knowledge from developed to less developed countries, the equalization of social and economic conditions and the exchange of ideas in all fields of study. The number of students from the developing countries going to Europe and U.S.A., on whom they still depend for their technical training, has also increased tremendously during the last two decades. This has brought forth the acute need for special arrangements and considerations to meet the needs of these individuals (and the nations they represent).

Although studying abroad is not a new thing, it is only recently that the attitudes and adjustment problems of foreign students have been studied systematically. G. V. Coelho (1958) studied how increasing length of exposure to a foreign educational experience affects the ways in which Indian students perceive their own culture and the American one. This study suggests, as do other studies, that foreign students typically go through a cycle of different phases in their attitudes and feelings towards the host country. Starting out with highly enthusiastic reactions, they are likely to become more critical after a few months; a period of relatively negative feelings is likely to be followed by a return to more favorable and differentiated attitudes. L. Bailyn and H. C. Kelman (1959) studied the effects of a year's experience in America on the self-image of Scandinavians. Studies on the experiences and problems of Colonial Students in Britain (1955) and Indian University Students in Britain (1961) are reported by Political and Economic Planning (PEP)[1], London. In Sweden, some sociological studies have been undertaken at the Departments of Sociology, Universities of Uppsala (1967) and Lund (1962, 1967). The relevant results of these studies will later on be compared with the results of our own study.

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1) PEP is an independent, non-party organization, formed in 1931, and acts as a bridge between research on the one hand and policy-making on the other, whether in Government, the social services, or industry.

All the studies mentioned above, which are only a few examples of research done so far, have been concerned with the over-all adjustment and attitudes of foreign students, particularly their social relations and problems. The academic adjustment of the students has been studied as a part of the whole problem complex. No definite generalizations can be made from the studies undertaken so far in this field; since having different purposes, they have employed different methods and the results are based on different samples.

IV. THE PRESENT STUDY

1. Purpose of the study

The purpose of this study is to investigate the foreign students' attitudes towards and adjustment to the Swedish system of university education. It is a descriptive study, merely concerned with the academic adjustment of the group under investigation. It is hoped that it will contribute to the understanding of the problems faced by these individuals, and thereby also to the solution of the practical arrangements for a meaningful training program.

2. Method of study

a. The population

We have already mentioned that the Swedish Government, as a part of its international assistance program, offers scholarships / fellowships to students from developing countries for studies in Sweden. The organization responsible for this aid was previously the Agency for International Assistance (NIB). This organization has from July 1965 been replaced by the Swedish International Development Authority (SIDA), which on the whole has the same functions as its predecessor. During the years 1959-1960, the Students' Unions in the Universities of Uppsala, Stockholm, Göteborg and Lund also raised funds to help students from developing countries.

By "foreign students" is in the present study meant all the students from developing countries who were staying in Sweden in the spring of 1965, and were sponsored by the above mentioned scholarship organizations. The reason for selecting these students was a matter of convenience. Their names and addresses could be obtained from the offices of NIB and the Students' Unions. Information, such as country of origin and field of study, could also be obtained. The total number of students at the time in question was 151 [1] (106 sponsored by NIB and 45 by the SU). Their distribution according to nationality and sponsor can been seen in table 1. It can be noticed that with the exception of some Indians, one Pakistani and one Korean, the Students' Unions support African students only (at least at this particular time). Thus, we do not study any random sample of foreign students in general, but the entire population of a limited (selected) group of these. Any conclusions to be drawn from the results will, therefore, be primarily limited to the population under investigation.

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1) The questionnaire was at the beginning sent to 170 students (119 sponsored by NIB and 51 by the SU), but 19 left for their countries before answering or even receiving it. These are excluded from our population, as not staying in Sweden in the spring, 1965.

Table 1. Distribution according to nationality and sponsor

Nationality (4)[1]	Sponsor (7)[1]					
	NIB	USU	SSU	GSU	LSU	Total
Africa						
Algeria	2					2
Cameroon	1					1
Ethiopia	11		3		1	15
Ghana				2		2
Kenya	8	2		3	2	15
Liberia	4				1	5
Malawi		1				1
Mauritius		2	2	1		5
Morocco	1					1
Nigeria	4	2			2	8
Portuguise Africa	1	1			1	3
Rhodesia	2	1			1	4
Sierra Leone			1		1	2
South Africa	3				2	5
Sudan			1			1
Tanzania	2					2
Uganda	3	1				4
Zambia	2			1	1	4
	44	10	7	7	12	80
Asia						
Afghanistan	1					1
Burma	2					2
Ceylon				1		1
India	10	1	2	3		16
Indonesia	7					7
Iran	3					3
Iraq	1					1
Jordan	3					3
Korea	4		1			5
Lebanon	1					1
Pakistan	12		1			13
Thailand	4					4
Turkey	5					5
	53	1	4	4		62
Latin America						
Argentina	4					4
Colombia	3					3
Jamaica	1					1
Paraguay	1					1
	9					9
Total	106	11	11	11	12	151

1) Figures in parentheses refer to the index numbers of the items in the questionnaire.

b. Data collection

b1. The instrument

Data were collected by means of a questionnaire which was sent to each individual. The guiding principle for the construction of this instrument was to try to find answers to the following questions:

1. Where do the students come from?
2. What is their educational background?
3. Why do they choose Sweden as the country of study?
4. How well informed are they about Sweden in general and the Swedish educational system in particular.
5. What do they study in Sweden?
6. What are their opinions about the courses they are taking here?
7. How well do they adapt themselves to the new educational requirements?
8. What is their own evaluation of the training they are getting in Sweden?
9. Do they plan to return to their countries?
10. How do they plan to apply the training acquired?
11. How do they perceive their future with the qualifications achieved in Sweden?

We thus start by asking the student about his background and follow him through the whole process of training. (For details see the appendix). The inclusion or exclusion of certain items within this frame of work is arbitrary and can, obviously, be argued upon. Only a few of the 63 items in the questionnaire are "open-end" questions. Where it is impractical or difficult to code the answers to these questions, depending on the lack of any system in the answers, examples of different types of responses are cited.

b2. Frequency of response

The questionnaire was sent out at the end of March 1965. By the end of April approximately 40 per cent had replied. Most of the remaining ones were then contacted by telephone and reminded. The author also went to Stockholm and from there telephoned most of the students residing in Stockholm and Uppsala. A few were interviewed personally. By the end of the summer vacation (end of August), another 20 per cent of the questionnaires came in. In September a letter with a new copy of the questionnaire was sent to those who had not replied by then. The last answers came in November. Altogether 120 of the 151

(or 79,5 %) replied. Table 2 shows their distribution by origin and sponsor.

Table 2. Distribution of replying students by origin and sponsor

Origin (3)	Sponsor (7)					
	NIB	USU	SSU	GSU	LSU	Total
Africa	30	5	6	6	9	56 (70%)
Asia	48	1	4	3		56 (90%)
L. America	8					8 (89%)
Total	86	6	10	9	9	120 (79,5%)

The reasons for not answering are not known for all the 31. Ten of them were attending secondary and vocational schools and the irrelevance of many of the items in the questionnaire could, possibly, be one reason for their not replying. The rest were scattered on different fields of study and came from different countries, and therefore the possibility of their forming a selected group is very small. A few refused to answer with the commonly given reason that they "just don't like filling in such questionnaires".

3. Analysis and presentation of data

Being a descriptive study and because we are not studying a sample but the total population as defined on page 7, no statistical analysis is done other than the mere presentation of percentage distributions of the individuals according to the different variables in the questionnaire.

V. RESULTS

1. Background characteristics

a. Origin of students

It can be seen in table 1 (p. 8) that Swedish scholarships are given mainly to Afro-Asian students. Very few Latin Americans study in Sweden. In a study of the total number of students from developing countries in Uppsala 1966, by the Dept. of Sociology, Univ. of Uppsala (1967), only 8 out of 132 were Latin Americans and the rest Afro-Asians. This is perhaps due to the fact that most of the students from Latin America are Spanish-speaking, which makes it difficult for them to study in Sweden. The main reason, though, seems to be the concentration of Swedish aid to some Afro-Asian countries. Since the selection of students for scholarships has so far to a great extent depended on personal contacts and recommendations, it has been easier to bring students from countries where Sweden has field projects. Such field projects are found in e.g. Ethiopia, Kenya and Pakistan; and we can see that the greatest number of students come from these countries.

b. Age and sex

More than two-thirds of our subjects are between the ages of 21 and 30 years, 27 per cent being below 25 years. Only 7 (6%) are above 36 years (see table 3). Most of them are thus comparatively young.

Women are underrepresented in the group, the reasons being that in these countries, there are certainly fewer women with the necessary qualifications to recruit from. Even if there were a larger number, very few would be sent abroad due to many other reasons.

Table 3. Age distribution (2)

Age	Number	Percentage
21-25	32	27
26-30	53	44
31-35	27	23
36-40	5	4
41-	2	2
no reply	1	
Total	120	100

Table 4. Sex distribution (1)

Sex	Number	Percentage
Male	109	91
Female	11	9
Total	120	100

c. Educational background.

Table 5. Education and degrees before coming to Sweden

Education before coming to Sweden (8)	Degrees before coming to Sweden (9)					
	No degrees	B.A/B.Sc.	M.A./M.Sc.	Ph. D.	No reply	Total
Primary school	1					1
(Primary school + Teachers Training)	1				1	2
Secondary without matriculation	3	1[1]			1	5 (23,3%)
Secondary with matriculation	14				1	15
(Secondary + Vocational School)	5					5
College/Univ. without graduation	25	1[2]				26(21,6%)
College/Univ. with graduation		36	8[3]	1[3]		45(37,5%)
Post-graduate studies		4	13	4		21(17,5%)
Total	49 (41%)	42 (35%)	21 (18%)	5 (4%)	3 (3%)	120

1) This individual who has a B.Sc degree should either have answered "Secondary school with matriculation" on item 8 or probably has attended degree course without matriculating, which perhaps is possible.
2) The individual should have answered "College/Univ. with graduation" on item 8 but has probably misunderstood it.
3) They should have answered "post-graduate studies" on item 8.

The majority of the students have experience of college or university studies before coming to Sweden. More than one half (57%) have university degrees; 22 per cent have post-graduate degrees. The same results were found in the Uppsala study already mentioned from which we can quote the following: "The academic standard (of the foreign students) seems to be fairly high, higher than Swedish students' at their beginning university studies" (p. 14).

As far as parents' education is concerned, in 68 per cent of the cases both parents, in 14 per cent only the father, and in 17 per cent neither of them has primary education. In twice as many cases as for primary, has neither parent post-primary education. Of the parents who have primary education, 63 per cent have also post-primary education (one or both parents). In a few cases both parents have university degrees.

It seems that the majority of our subjects come from families where there is some kind of "educational tradition". Most of them have parents who have at least education in secondary school.

d. Economic background

It is sometimes said that economically selected group of students go abroad for studies, in the sense that these come from families which are economically well to do and belong to the upper social class. Some people also believe that there is an intellectual selection, and that the most gifted ones go abroad for studies. There is reason to believe that this is the case. Most of the students who go abroad must at least show a certain degree of educational achievement to have the chance of getting scholarships. But we cannot study intellectual capacities in the present study. As far as their economic background is concerned, 56 per cent, following the standards of their own countries, consider their families to be fairly or very well off. Only 10 per cent consider their families to be not at all well off. This result, together with educational background of parents (see above) showsthat most of the students in our study come from middle or upper social strata. In the study undertaken at the Dept. of Sociology, University of Lund (Yagüe, 1967), it was found that 18 per cent of the families belonged to the upper class, 49 per cent to the upper-middle, 13 per cent to the lower-middle and 15 per cent to the working class. The same tendency was found in the Uppsala study.

The majority of the students (70%) have worked regularly before coming to Sweden. 52 per cent have worked for 2 years or more (see

table 6). Those who have worked for 4 years or more (28%) are the older ones who have completed post-graduate degrees and are engaged in research work. Most of the students in our study seem to have a great deal of both educational (on college or university level) and practical experience before their coming to Sweden.

Table 6. Working experience before coming to Sweden

Length of time of work (10)	Number	Percentage
No work	32	27
< one year	22	18
Two years	19	16
Three years	9	8
Four years	8	7
Five years ≥	26	22
No reply	4	3
Total	120	100

e. Experience of staying in a foreign country

Whether or not the student has earlier experience of staying in a foreign country is, of course, of importance as far as overcoming initial problems and adjusting to a new educational situation is concerned. Not very few (43%) of the students in our study have stayed in one or more foreign countries before coming to Sweden. Table 8 shows the number of students who have earlier stayed in a foreign country, and the duration of stay.

Table 7. Duration of earlier stay in a foreign country (17, 18)

Duration of stay	Number	Percentage
No earlier stay in a foreign country	68	57
Less than one month	6	5
1 - 12 months	21	18
13 - 24 months	7	6
More than 24 months	18	15
Total	120	100

2. Reasons for coming to Sweden

The students have different reasons for coming to Sweden. An individual has usually not only one but many reasons. Some of them have, for example, mentioned all the alternatives on item 14. It seems, though, that the majority have either had personal interests in coming to Sweden and decided accordingly (45%), or it has been suggested to them by others, relatives, friends, or authorities (30%). Where it has been suggested by others, we do not know whether the individuals fully agreed with the suggestion or it was imposed upon them (with the possible negative consequences, e.g. greater adjustment difficulties). But we may assume that they have been free to choose. In 22 per cent of the cases it was their only chance for further studies. Among other reasons are mentioned: political ones and grants from Sweden.

On their decision to go studying abroad, most of them have been encouraged by the different bodies mentioned in item 15, friends and families being most encouraging. The reasons for discouragements by authorities experienced by 10 individuals are mainly political.

3. Knowledge of and information about Sweden

a. Knowledge of Sweden and the Swedish educational system

Although a larger number had little or no knowledge of Sweden before their arrival, quite a good number (42%) said that they had fairly or very good knowledge. This can be seen from two different viewpoints. We can either say that it is a pity that a larger number of the students had little or no knowledge, or that a result of 42 per cent who knew about the country is rather good. As far as knowledge of the Swedish educational system is concerned, fewer students knew and a larger number had little or no knowledge. Many of them (33%) had no knowledge at all. What this means for the students' academic adjustment is difficult to tell. It can be assumed that a good knowledge of the educational system makes adjustment to new educational requirements easier. However, this knowledge can be acquired after arrival to the country. But it saves the student time if he knows something before he comes, and makes it easier for him to make the right choise of field of study.

Table 8. Knowledge of Sweden and the Swedish educational system

Knowledge	Sweden in general (19)	Swedish educational system (20)
Very good	8 (7%)	2
Fairly good	42 (35%)	23 (19%)
Little	60 (50%)	53 (44%)
Not at all	8 (7%)	40 (33%)
No reply	2	2
Total	120	120

b. Information received before arrival

Whether the students knew anything about the Sweden and Swedish educational system depends, of course, on whether they received information before coming or not. 17 per cent said that they did not get any information at all, whereas 59 per cent felt that the information they got was not sufficient (table 9). These constitute roughly the 77 per cent who had little or no knowledge of the Swedish educational system (see table 8).

The answers to the "open-end" question: "What kind of information did you miss to get?" (item 22) can be classified as shown in table 10. We can see that the majority felt that they lacked information particularly about the Swedish system of university education. Many did not know, for example, that instruction was mainly in the Swedish language. This lack of information must have made their adjustment more difficult, or at least delayed it. We'll see later how much they knew about the university system at the time of our data collection.

Table 9. Information received before arrival (21)

Received inform.	Number	Percentage
All information	27	23
Not sufficient	71	59
No information	20	17
No reply	2	1
Total	120	100

Table 10. Information missed (22)

Kind of information	Number	Percentage
About the country	15	13
About the system of univ. educ.	64	53
Others[1)]	32	27
No reply[2)]	37	31
Total	148[3)]	124[3)]

1) E.g. "manners of people, what to do when getting sick, how to get along with people, lodging conditions".
2) Among the "non-replyers" are those who said that they got all the information they needed (table 9).
3) More than one alternative has been mentioned by some individuals.

c. Expectations

The individuals have, of course, different expectations depending on their different backgrounds and immediate needs. A student who comes from a country where there is racial discrimination expects Sweden to be a country where such problems are non-existent. A South African student expects, for example, "freedom from political and racial oppression and discrimination". This expectation being fulfilled "in part", he continues to say: "There is definitely political freedom in Sweden. I have expressed my views on diverse topics without any hindrance. Racially, there is no overt vicious discrimination. But there is much inverse discrimination - the tendency for Swedes to treat one like a curio, a child, etc."

Some of them are not fully able to verbalize their expectations and the extent to which these have been fulfilled, and mention only such things as "the climate to be cold", "the food to be different", etc. Others are able to express themselves fully, e.g. this sophisticated way of putting it by an Indian student: Expectations: "An isolated but idyllic milieu, social and economic equality, no racial discrimination, a futuristic urban environment, lovely women, etc."

Disappointments: "Would need pages. But briefly: A self-concious, hesitant, imitative culture. Social energy appears to have fizzled out. A purposeless affluence, a concious, suspicious, lovely people, very conformist, and middle class in its attitudes. In general, a stagnant society. The views probably unfair and due to lack of contact with Swedes. Also observed: distinct racial intolerance, surprising ignorance of "average" individual, sullen tolerance or absurd condescension usual responses of individuals. Girls friendly but for precisely the wrong reasons ('the brown Rousseauian savage')".

The view quoted above has been expressed by many, although all have not been able to verbalize it so fully. The majority had the expectation of Sweden being free of racial discrimination, which most of them feel has turned out to be the opposite.

To mention some examples of expectations concerning the Swedish education, it may be sufficient with the following: "Expected large number of students, researchers and a good deal of scientific equipment (with special reference to my Institute)". Disappointments: "Swedish academic degrees are peculiar and make great difficulties in most other non-European countries. Fil. lic.[1] is not regarded as a doctorate and one cannot spend several years for a fil. dr.[2]." (Indian post-graduate student of mineralogy). Expectations: "From the point of view of education, I hoped to find a more international group of students and a range of subjects offered at the University. I expected to find visiting professors from other World Universities especially from America". Disappointments: "The courses offered at the University are not, as far as I have personally experienced, at all tuned to the needs of the foreign students. No special arrangements for the basic needs of the developing countries, in the faculty of economics at least. There is very little genuine interest in the foreign students as far as the Swedish students are concerned, which is disappointing" (Kenyan student).

Asked to which extent their expectations have been fulfilled, 33 per cent answered "fully" and 40 per cent "in part" (table 11). The large number of non-replyers can be explained partly by the fact that many had no expectations at all (at least so they said) and consequently could not answer this item.

Table 11. Fulfillment of expectations (26)

Degree of fulfillment	Number	Percentage
Fully	40	33
In part	48	40
Not at all	10	8
No reply	22	18
Total	120	100

1) Fil. lic. = filosofie licentiat is the intermediate Swedish degree between the Bachelor and Ph. D. degrees. It is considered to be equivalent to an average Anglo-American Ph. D. degree, but its standard as a doctorate is not commonly recognized in other countries.
2) Fil. dr. = filosofie doktor = Doctor of Philosophy (Ph. D.)

4. Field and place of study

a. Field of study and intended degree

The most common fields of study seem to be the social sciences (31%) followed by the natural sciences (25%) and technology (25%). About half of those who study social and natural sciences attend courses on the fil. kand.[1] level. More than half of those who intend to take the fil. lic. degree or its equivalents are students of technology, studying for the degree of civil engineering. The majority of those who study for a university degree intend to take a post-graduate degree.

Table 12. Field of study and degree intended (5)

Field of study	No degree	Fil. kand. or equival.	M. A.[2] M. Sc	Fil. lic. or equival.	Fil. dr. or equival.	No reply	Total
Social Sciences	2	19	6	3	1	6	37(31%)
Natural Sciences	2	11		7	4	6	30(25%)
Medicine	3			4	1	2	10(8%)
Technology	1	1	3	22	1	2	30(25%)
Agriculture		2		4			6(5%)
Gymnasium or vocational school	2					1	3
Others	1					3	4
Total	11 (9%)	33 (28%)	9 (8%)	40 (33%)	7 (6%)	20 (17%)	120

b. Study plans

Almost all the students knew, at least roughly, what to study on coming to Sweden. More than half had definite plans. Fourtynine per cent have followed their plans fully and 44 per cent partly, the majority of which being those who knew what to study exactly and roughly respectively.

When we ask the students why they have not followed their plans or have followed them only partly, the answers are either that the field they planned to study did not exist (very special cases) or that the authorities have decided otherwise. In the Uppsala study not less than 38 per cent said that choice of field of study or subject was made by authorities like SIDA (this was a special group brought to Sweden to study natural sciences). This very group also answered that they would

1) Fil. kand. = filosofie kandidat = Bachelor of Philosophy.
2) Foreign students can be awarded the degree of Master of Arts/Science/ Social Science, in which cases the requirements are lower than those for fil. lic.

have chosen other subjects if they had had the choice. This means that there is, sometimes, a conflict between what the individual wants to study and what the authorities want him to do. We do not know to what extent this conflict affects the student's academic adjustment, but we can assume that it has negative effects.

c. Place of study

Foreign students in Stockholm and Uppsala are overrepresented in the present study, which does not necessarily mean that in general there are more foreign students in these towns. (It is not surprising, though, if there are more foreign students in the capital). The 15 per cent who are in other places than the university cities are mainly students of engineering who are practicing in different parts of the country, and those who attend vocational schools.

Table 13. Place of study (6)

Place of study	Number	Percentage
Uppsala	26	22
Stockholm	40	33
Göteborg	17	14
Lund	16	13
Others	18	15
No reply	3	3
Total	120	100

5. Attitudes towards the courses attended

a. Language problems

Most of the students (83%) have either followed or are following language course in Swedish. Both traditional and language laboratory methods are used.

The majority are able to follow a course given in Swedish, 48 per cent with difficulties and 36 per cent without much difficulty. When we asked them if they are unable to attend talks, lectures, discussions, etc. due to the Swedish language, 45 per cent said "sometimes" and 28 per cent "often". The students have, thus, language problems, but many of them seem to manage rather well.

b. Attitudes towards the system of instruction, etc.

The majority of the students (63%) are following regular courses, 13 per cent are studying on their own and 33 per cent doing research on their own. These activities do not, of course, exclude one another.

Table 14. Type of academic activities (37)

Academic activity	Number	Percentage
Following regular courses	76	63
Studying on my own	16	13
Doing research on my own	39	33
No reply	7	6
Total[1)]	138	115

1) More than one alternative has been mentioned by some individuals.

We asked the 63 per cent who are following regular courses about their opinions of the courses followed. Fourtyseven per cent answered that the course was "just right", 22 per cent that it was "rather too concentrated" and 20 per cent that it was "too concentrated".[2)] The majority of these study in Swedish. It can be concluded that with a better knowledge of the Swedish language, the majority of the students would feel that the courses are "just right".

Almost one half (49%) of the students following regular courses (table 14) feel that the Swedish university system has an adequate balance of emphasis on individual work and lectures, tutorials, seminars and discussions. For almost one half of these, this balance is an advantage, for the other half it is neither an advantage nor a disadvantage. Thirty-seven per cent feel that the system puts too much emphasis on individual work in comparison with lectures, etc. They are almost equally distributed on those saying that this emphasis is an advantage, a disadvantage, and neither.

Table 15. Type of emphasis in the university system (43)

Type of emphasis	Number	Percentage
Too much emphasis on ind. work	28	37
Adequate balance	37	49
Too much emphasis on lecture etc.	8	10
Don´t know	3	4
Total	76	100

2) The Uppsala study shows similar results.

The Swedish university system does put great emphasis on individual work, with the consequence that much responsibility is given to the student in following courses and passing examinations. Many foreign students have problems to adjust themselves to this situation, due perhaps to lack of adequate study techniques and effective guidence. At the time of the interview, the majority knew fairly well or clearly how the Swedish educational system functions. The 18 per cent who had only vague notions and the four per cent who did not know the system at all are probably those who had not been in Sweden for very long.

Table 16. Knowledge of the educational system (40)

	Number	Percentage
Perceive clearly	35	29
Perceive fairly well	53	44
Have only vague notions	22	18
Don't know at all	5	4
No reply	5	4
Total	120	100

One peculiar thing about the Swedish university system is the system of combining certain subjects and "collecting" a number of points ("betyg") for the degree of fil. kand. It really takes some time before a foreign student understands this system and learns the effective way of combining different subjects. The majority (79%) of the undergraduates know this system clearly and most of them have no problems with subject combinations.

Another interesting problem, which has been and is discussed very much in academic circles, is the problem of degree recognition. With the exception of a few countries in North Western Europe, degrees from other countries are not recognized in Sweden. The student has at least to take some supplementary courses before he is allowed to attend courses for a higher degree. We asked our subjects how they feel about the attitudes of Swedes towards the evaluation of degrees from other countries. The students feel that the Swedes overestimate their own degrees and underestimate degrees from other countries (table 17). Such attitudes are, of course, found in almost all countries and we do not know whether it is justified or not. The question was perhaps too general, which is reflected in the great percentages of "non-replyers". Degrees from different countries are certainly evaluated differently in Sweden.

Table 17. Swedes´ evaluation of degrees from other countries and their own (45)

	Overestimate	Underestimate	Neither	No reply	Total
Degrees from other countries	2	65(54%)	23(19%)	30(25%)	120
Their own degrees	54(45%)	3	27(23%)	36(30%)	120

We also asked the students if they knew about the general acceptance or recognition of a Swedish degree in their home countries. Thirtyone per cent answered that it is recognized as equal to degrees from other countries, and 8 individuals (7%) said that it is recognized as lower. But most of them (49%) do not know, of which 42 per cent are not worried about it, 36 per cent are "sometimes" worried and 14 per cent are "often" worried. Even this question is too general to be answered fairly. It must depend on which kind of degree we mean.

Table 18. Recognition of a Swedish degree in the students´ home countries (46)

Recognition of a Swed. degree	Number	Percentage
Higher than degrees from other countries	2	1
Equal to degrees from other countries	37	31
Lower than degrees from other countries	8	7
Don´t know	59	49
No reply	14	12
Total	120	100

To summarize the students´ opinions about the Swedish university system as they have been confronted with it, from the viewpoint of their own study efficiency, we asked them to write down the positive and negative points of the system. The following is quite a representative sample of the points mentioned:

Positive points

1. Good control on the studies are achieved throught frequent tests
2. One is encouraged to work independently
3. Emphasis on research even at lower levels

Negative points

1. Very bad pedagogy in the lectures
2. The student is not forced to think and reason
3. Not adequate help provided for both planning the studies and carrying them out.

4. The students are treated as adults
5. Emphasizing one subject after another
6. Independent research during post-graduate studies
7. Teachers' independence
8. High standard and freedom of choice of subjects
9. The immense power and autonomy given to the students through the Students' Union
10. Academic freedom

4. Too little discussions
5. The real danger is that each student is concerned about passing exams and develops to a certain extent a technique for passing exams instead of developing a real appreciation of the subject
6. Too much expectation from students
7. Almost total lack of facilities for games and sports
8. No appreciation of education acquired in other countries
9. Most students forget all they have learned after the exams are over and seem quite satisfied to do so
10. Contacts between teacher and students are very limited

c. Social relations within the academic milieu

We have already said that it is not the purpose of the present study to go into the complex problem of social adjustment. But it may be relevant, in studying academic adjustment, to mention something about the social relations within the academic environment. Thus, we asked our subjects if they find it difficult to mix with Swedish students for the purpose of discussing problems related to their fields of study. Fourtythree per cent replyed that it is not difficult to mix with Swedish students and 38 per cent that it is difficult.

Table 19. Social relations with Swedish students (48)

Degree of difficulty	Number	Percentage
Very difficult	11	9
Fairly difficult	34	28
Not so difficult	25	21
Not at all difficult	27	23
No reply	23	19
Total	120	100

The attitudes of the students towards Swedish teachers is generally positive. Thirtythree per cent feel that their teachers understand their background, problems and purpose of studies fully and 45 per cent feel that they do it partly. Most of the students (60%) characterize their teachers as being interested and willing to offer any help.

Most of the students (63%) do not feel that they, being foreigners, are treated differently in the University/School where they study. One fourth feel that they probably are treated differently.

Although the social relations with students and teachers are generally good, there are a good number of foreign students who feel that it is difficult to mix with Swedish students and that they, being foreigners, probably are treated differently (in a negative sense). To which extent this is true and the possible reasons for it we cannot tell in the present study.

d. General experience

It can be seen in table 20 that, generally, 27 per cent of our subjects have experienced difficulties (rather great, great or very great) during their first time in Sweden. Fiftyfour per cent have experienced slight difficulties and 15 per cent no difficulties at all. We can see from these results that, however slight, the majority meet initial problems of adjustment.

Most of the students have not had any frustrating experiences. Sixteen per cent had such experiences with official bodies and ten per cent with students.

Table 20. Difficulties experienced (53)

Degree of difficulty	Number	Percentage
Very great difficulties	5	4
Great difficulties	6	5
Rather great difficulties	21	18
Slight difficulties	65	54
No difficulties at all	21	18
No reply	2	1
Total	120	100

As far as attitudes towards the scholarship organizations is concerned, the students are generally very satisfied. The point where they are not completely satisfied (where we got the highest percentage of dissatisfaction) is the way the whole scheme is organized and run. It is also on this question we find differences between the two groups, sponsored by NIB and the Students´ Unions, those sponsored by the latter being less satisfied. The same difference seems to exist between these groups as to their feelings about the attitudes of the organizations (people

in the organizations) towards them. This probably depends on the fact that the foreign students sponsored by the Students´ Unions live among the sponsors (the Swedish students) which may create some ill feelings; whereas those sponsored by NIB do not feel this direct pressure.

Table 21. Attitudes towards scholarship organizations (7, 30)

	Percentage												
	Very satisfied			Just satisfied			Not at all satisf.			No reply			
	NIB	SU	all	NIB	SU	all	NIB	SU	all	NIB	SU	all	Total
a/ The treatment accorded you	66	68	67	24	29	26	3	3	3	6		4	100
b/ Their attitudes towards you	66	59	64	20	35	24	5	3	4	9	3	8	100
c/ The reception given you	62	59	61	20	32	23	6	9	7	13		9	100
d/ The way the whole scheme is organized and run	41	29	38	33	47	37	8	15	10	19	9	16	100

6. Attainment

Item 56 in the questionnaire, where we ask our subjects to tell us their study results, cannot be meaningfully analyzed. Results in different subjects and faculties cannot be compared. No accepted norms exist as to normal study results. Not even the results of the 24 individuals who study for a fil, kand., where one point ("betyg") per semester is supposed to be normal, can be meaningfully compared. Analyzing study results could, to some extent, be a measure of academic adjustment. But it is very difficult and time consuming to do this practically. In the Uppsala study the students were asked to make a personal(subjective) evaluation of their own results from which we can mention the following percentages:

Better than expected	17 per cent
Just as good as expected	45 per cent
Not as good as expected	37 per cent

These results need not necessarily agree with the actual performance. But they show at least how the students feel about their achievements.

7. Evaluation and application of acquired training

a. Evaluation

Asked to indicate the relative importance of some possible effects of studies and stay in a foreign country, the students ranked these as shown in table 22. To get a comparable "total index" for the different "effects", we put the weights 6 to 1 for first to sixth rank respectively. Although the number of non-replyers differs, making the relative rank of the "effects", not definite, we can see that "training and experience in academic ways of thought" comes first followed by "professional". "Contact with a foreign political system" comes last.

Table 22. Ranks of possible effects of stay and study in Sweden (63)

Effects	Indication of relative importance (rank)							
	1	2	3	4	5	6	No reply	Total index
Training and experience in academic ways of thought	44x6	44x5	10x4	3x3	1x2	5x1	3	540
Professional	51x6	31x5	9x4	8x3	7x2	1x1	13	536
Contact with a foreign cultural and social system	6x6	23x5	34x4	28x3	11x2	3x1	15	396
Personal contacts with Swedes	6x6	6x5	32x4	35x3	21x2	7x1	13	348
Personal contacts with people from countries other than Sweden	1x6		12x4	19x3	42x2	29x1	17	224
Contact with a foreign political system	4x6	6x5	10x4	13x3	17x2	51x1	19	218

The majority of the students (86%) say that they have experienced at least something in Sweden that they would like to see introduced in their own countries or would want their own countries to have more of. The following are examples of things they would like to introduce or have more of in their countries:

1. Political.

Equality and freedom of expression
Democracy
The parlamentary system of compromise
Cooperation between Labour Unions and Government to avoid wild strikes by workers
Political stability

2. Social.

Provisions for getting scholarships or financial help (for students)
Racial tolerance
Sexual freedom
Proper respect for each other
Feeding systems at schools
Care of children ("daghem").
Birth control
General health insurance
To help people to learn to be more independent and to be able to think for their own betterment
Social assistance, e.g. free tuition and allowance to children
Post office and bank savings system
The housing program
Dignity of labour

3. Educational.

Teaching methods
School administration system
Teacher training system
Compulsory primary school
Evening schools
People's high school ("Folkhögskola")
Methods of research and professional education

4. Economic.

Rational exploitation of natural resources
Industrialization
The agricultural system
Standardization of prices and more extensive consumer information
Cooperative stores, such as Konsum

5. Organization.

Organization in every field
Students organization
Hospital organization

6. Communications.

Efficiency of transport system
The TV program, especially when interviewing a government official for some action he took

7. Technical.

City planning methods
Central heating system

8. Other.

Neatness
Modernity in almost all things
Method of cooking
Pragmatic approach to problems
High degree of honesty
Respect for a human being

b. Application of acquired training

As can be expected 63 per cent of the students reply that the training they are getting in Sweden is applicable with modifications, when they return to their home countries. Thirty per cent say that it is fully applicable, while six per cent do not know.

8. Future plans.

Contrary to what many people would think, almost all the students plan to go back to their countries after completed studies (either directly or via another country). Only five individuals say that they do not plan to go home at all. If we ask them why, two of them mentioned personal reasons (not specified) and three (all South Africans) have political reasons. It is also possible that some of the non-replyers do not intend to go home. But still, this group is very small. It is, of course, difficult to know whether the students tell the truth. It is, possible that they answer according to the expectation: "Thou shalt go back to thy country", which the environment has from them. But the experiences of the present author, from informal discussions with many foreign students, support the above reported results.

Table 23. Plans to go home (58)

	Number	Percentages
Yes, directly	67	56
Yes, via	38	32
Not at all	5	4
No reply	10	8
Total	120	100

In which capacities they hope to put their studies and experiences to a use when returning home or going elsewhere can be illustrated with the following examples:

1. I hope to teach or lecture
2. Be a teacher and introduce modern methods in all branches of science and maths.
3. To join university as a researcher and lecturer
4. I intend to start my own architectural firm
5. To help my people
6. Expert in seed testing work
7. I intend to work as an industrialist. Improve my country's industry
8. In the first place to try to change the political system of our country to a free socialist country, in the second to work as an engineer
9. I would like to engage myself actively in social planning schemes
10. Build, plan, and try to open a small post-graduate school (where architects, engineers, sociologists, statisticans, geographers, townplanners, economists, etc. can study in close cooperation, the vital questions of a planned and rational environment), lecture, write

Table 24 shows how they describe their chances of an economically good future when home again. In their opinion, the chances of most of them are fair or good. Almost one fourth do not know.

Table 24. Economic future (61)

	Number	Percentage
Excellent	6	5
Good	44	37
Fair	30	25
Bad	7	6
Don't know	28	23
No reply	5	4
Total	120	100

VI. CONCLUSION AND SUGGESTIONS

The results show that the foreign students in the present study come from middle or upper class families. The majority of them have good educational backgrounds, having attended courses on college or university level. They feel lack of information before arrival about Sweden and particularly the Swedish system of education. Expectations before coming here vary from individual to individual. But most of them had the expectation of Sweden being free of racial prejudice and discrimination which does not seem to have been fulfilled. Most of them have language problems which, however, are not very great. Generally, they show positive attitudes towards the courses they attend. Social relations within the academic environment are rather good. The frustrating experiences they have had seem to be limited. Thus, the group of foreign students we have studied show, in general, a good degree of academic adjustment.

Their future plans are, according to their own responses and contrary to what many people would think, to go back to their countries and apply the training and experiences acquired in Sweden.

Once more, we want to stress that the above mentioned results are limited to the population (consisting of a selected group of foreign students) in the present study. In order to draw general conclusions, a study of a more representative sample of foreign students is needed. An extensive study of a group of individuals who are not well adjusted or satisfied could also give some understanding of the causes of adjustment problems. Practically, the problems of adjustment can be remarkably reduced by supplying these students with sufficient information both before and after arrival in Sweden.

We are now in a better position to make comments on the discussion, for and against bringing students from the developing countries to Sweden, which was mentioned in the introduction. We have now, if not facts, at least empirical results to prove that many of the arguments of the group which is against this kind of aid are either wrong or exaggerated. As far as academic adjustment is concerned, the problems faced by the foreign students can be easily overcome. One thing which should not be overlooked is that the presence of foreign students at the Swedish Universities/Schools has a great impact on the development of better international orientation in Swedish education.

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APPENDIX

The questionnaire

Institute of Education
University of Lund

CONFIDENTIAL

Name .....
(first name/s) (surname)

1. Sex ☐ Male ☐ Female
2. Date of birth .....
(year) (month) (day)
3. Country of origin .....
4. Nationality .....
5. Field of study ..... for .....
(degree)
6. University/school .....

7. Sponsored by	☐01 NIB ☐02 Uppsala Student Union (USU) ☐03 Stockholm Student Union (SSU) ☐04 Göteborg Student Union (GSU) ☐05 Lund Student Union (LSU) ☐06 Other ..... (name)
8. Education before coming to Sweden	☐01 Primary School ☐02 Secondary School without matriculation ☐03 Secondary School with " ☐04 College or University Studies without graduation ☐05 College or University Studies with graduation ☐06 Post graduate studies ☐07 Other education ....
9. Degrees before coming to Sweden	☐01 No academic degree ☐02 Bachelor of Arts/Science or its equivalent ☐03 Master of Arts/Science or its equivalent ☐04 Doctor of Philosophy or its equivalent

10. Have you been working for a living regularly before coming to Sweden and in that case for how long?	☐ 01 Yes for about ..... ☐ 02 No
11. Have your parents studied in a primary school?	☐ 01 Yes father and mother ☐ 02 Yes mother only ☐ 03 Yes father only ☐ 04 None
12. (If yes on some alternative in no. 11) Have both or one of your parents studied further, in a formal school or university, or privately? Please describe studies.	☐ 01 None ☐ 02 Yes ....
13. Following the standards of your own country, do you consider your family to be:	☐ 01 Very well off ☐ 02 Fairly well off ☐ 03 Not very well off ☐ 04 Not at all well off
14. Why did you decide to come to Sweden?	☐ 01 It was my only chance for further studies ☐ 02 Personal interest and decision to come to Sweden ☐ 03 It was suggested by others (relatives, friends, authorities) 04 Other .....

15. When you decided to go studying abroad, were you: encouraged, discouraged or neither encouraged nor di scouraged by:

	encouraged	discouraged	neither
a. Family			
b. Authorities			
c. Friends			
d. Political organizations			
e. Foreigners			
f. Others			

16. Does the removal of your person from your parents, relatives and close friends pose any difficulties or hardships for them or does it create any discomforts for you personally?	☐ 01 Yes for them ☐ 02 Yes for me ☐ 03 Both for them and me ☐ 04 No What kind of difficulties?..... ....
17. Have you stayed in any foreign country before coming to Sweden? (Don't mention one- or twoday transits)	☐ 01 No ☐ 02 Yes in ....
18. (If yes on 17) For about how long did you stay? (If more than one country, take one after the other)	☐ 1. ..... ☐ 2. ..... ☐ 3. .....
19. General knowledge about Sweden before yourarrival here.	☐ 01 Very good knowledge ☐ 02 Fairly good knowledge ☐ 03 Little knowledge ☐ 04 Nothing at all
20. Knowledge particularly about the Swedish Educational System.	☐ 01 Very good knowledge ☐ 02 Fairly good knowledge ☐ 03 Little knowledge ☐ 04 No knowledge at all
21. Do you feel that you got all the information you needed before your arrival?	☐ 01 All Information ☐ 02 Not sufficient information ☐ 03 No information at all
22. What kind of information did you miss to get?	....
23. How definite were your study plans?	☐ 01 Knew exactly what to study ☐ 02 Knew roughly what to study ☐ 03 Had not made plans

24. (If 01 or 02 on 23) a) Have you been able to follow your plans?	☐ 01 Fully ☐ 02 Partly ☐ 03 Not at all
b) (If not or partly) Why?	.....
25. Could you tell us something about your expectations of Sweden before coming here.	.....
26. Do you find that they were fulfilled?	☐ 01 Fully ☐ 02 In part ☐ 03 Not at all
27. (If not or in part) In what ways have your expectations of Sweden not been fulfilled and/or what were your greatest disappointments? Please tell us as fully as possible.	.....
28. Date of arrival to Sweden	..... (year) (month)
29. By whom were you received on your arrival to Sweden?	☐ 01 By relatives or friends ☐ 02 By representative(s) of the Scholarship Organization ☐ 03 Not by anybody

30. As far as the Scholarship Organization, which you are sponsored by, is concerned, are you satisfied with:

	Very satisfied	Just satisfied	Not at all satisfied
a) The treatment accorded you			
b) Their attitude towards you			
c) The reception given you			
d) The way the whole scheme is organized and run			
e) Other.....			

31. When did you actually begin your studies at the University/ School?	..... (year) (month)
32. (If a time lag between 28 and 31) Where did you spend the period between arrival and beginning your studies at the University/School and what did you do?	....
33. Have you followed or are you following a language course in Swedish?	☐ 01 Yes, following ☐ 02 Yes, have followed ☐ 03 No
34. (If yes on 33) What is the method of the course?	☐ 01 Traditional method with a teacher ☐ 02 Through language laboratory ☐ 03 Both
35. Do you consider that you are now able to follow a course through the medium of Swedish	☐ 01 Without much difficulty ☐ 02 With difficulties ☐ 03 Not at all able to follow

36. Do you find that you are unable to attend certain talks, lectures and discussions due to the Swedish language?	☐ 01 Yes, often ☐ 02 Yes, sometimes ☐ 03 No
37. Are you following regular courses or studying or doing research on your own?	☐ 01 Following regular courses ☐ 02 Studying on my own ☐ 03 Doing research on my own
38. (If 01 on 37) a) What is your general opinion about the course (not language course in Swedish) you are attending at the moment?	.....
b) Do you think that the course is too concentrated or do you feel that you do not have enough work to do?	☐ 01 Too concentrated ☐ 02 Rather too concentrated ☐ 03 Just right ☐ 04 Not concentrated enough ☐ 05 Not at all sufficiently concentrated
39. (If 01 on 37) Is the medium of instruction Swedish?	☐ 01 Yes, wholly ☐ 02 Yes, partly ☐ 03 No
40. The educational system under which you have been brought up probably differs from the Swedish one. Do you perceive clearly how the Swedish system functions?	☐ 01 Perceive clearly ☐ 02 Perceive fairly well ☐ 03 Have only vague notions ☐ 04 Don't know at all
41. (If undergraduate) Do you feel that you are fairly knowledgeable about the "Point (betyg) System" leading up to the conferring of a Fil. Kand. ?	☐ 01 Yes, clearly ☐ 02 Yes, a little ☐ 03 No

42. (If undergraduate) Has it been a problem for you to decide on the combination of your subjects? If so, why do you think this problem has arisen?	(_) 01 No (_) 02 Yes, because ....
43. In general, do you think that the Swedish University system places too much or too little emphasis on individual work in comparison with lectures, tutorials, seminars and discussions?	(_) 01 Too much emphasis on idividual work (_) 02 Adequate balance (_) 03 Too much emphasis on lectures, tutorals etc. (_) 04 Don't know
44. In connection with the above question, do you see that the relative emphasis on individual work vs. lectures etc. represents an advantage or disadvantage for your personal studies?	(_) 01 Advantage (_) 02 Disadvantage (_) 03 Neither

45. How do you feel about the attitude of the Swedes towards the evaluation of degrees from different countries? Do you think they tend to overestimate or underestimate:

	Overestimate	Underestimate	Neither
a. Degrees from other countries.			
b. Their own degrees			

46. Do you know anything about the recognition or general acceptance of a Swedish degree in your home country?	(_) 01 Yes, higher than degrees from other countries (_) 02 Yes, equal to degrees from other countries (_) 03 Yes, lower than degrees from other countries (_) 04 Don't know

47. (If 04 on 46) Does the question of recognition of a Swedish degree worry you?	( ) 01 Yes, often ( ) 02 Yes, sometimes ( ) 03 No
48. Do you find that it is difficult to mix with Swedish students as students i. e. in discussing with them the lecture of the dav, general aspects of the subject you are studying, or problems related with your field of study?	( ) 01 Very difficult ( ) 02 Fairly difficult ( ) 03 Not so difficult ( ) 04 Not at all difficult

49. What would you say are the worst and best points of the Swedish university system as you have been confronted with it-from the viewpoint of your own study efficiency. (Please exclude language difficulties)

Positive points	Negative points

50. What is your opinion about the teachers you have had so far, do you feel that they understand you- your background, your problems, the purpose of your studies and your aims and ambitions?	( ) 01 Yes, fully ( ) 02 Yes, partly ( ) 03 No
51. Would you characterize your teachers as being interested and willing to offer any help you might need?	( ) 01 Interested and helpful ( ) 02 Interested but not able ( ) 03 Not at all interested

52. Do you feel that you, being a foreigner are treated differently (in a negative sense) in the University/ School where you are studying?	☐ 01 Yes, definitely ☐ 02 Yes, probably ☐ 03 No
53. The fact that you are studying in a foreign country with traditions and customs very different from those in your country will probably mean that you will experience at least some difficulties during your first time here in Sweden. Would you say that you have experienced:	☐ 01 Very great difficulties ☐ 02 Great difficulties ☐ 03 Rather great difficulties ☐ 04 Slight difficulties ☐ 05 No difficulties at all
54. Which in your opinion has been the most difficult problem?	....
55. Have you had any frustrating experiences in for ex. your contacts with official bodies, teachers or students?	☐ 01 None ☐ 02 Yes, official bodies ☐ 03 Yes, teachers ☐ 04 Yes, students ☐ 05 Else.....

56. Will you please tell us the study results you have achieved so far during your stay in Sweden? (passed tests and exams)

Month	Year	Subject	Test (ex. point=betyg)/exam
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....
.....		.....	.....

57. a) Have you experienced anything during your stay in Sweden that you would like to see introduced in your own country or would want your own country to have more of?

- ☐ 01 Yes, much
- ☐ 02 Yes, some
- ☐ 03 Not anything

b) If yes, could you please give some examples?

.....
.....
.....
.....
.....

58. After your stay in Sweden, are you planning to go home directly, after a stay elsewhere, or are you planning not to go home at all in the foreseeable future?

- ☐ 01 Yes, directly
- ☐ 02 Yes, via .....
- ☐ 03 Not at all

59. (If 03 on 58)
Why?

- ☐ 01 Economical reasons
- ☐ 02 Personal reasons
- ☐ 03 Other .....

60. In what capacity are you hoping to put your studies and experiences to a use when returning home or going elsewhere?

.....
.....
.....

61. How would you describe your chances of an economically good future for your self when home again?

- ☐ 01 Excellent
- ☐ 02 Good
- ☐ 03 Fair
- ☐ 04 Bad
- ☐ 05 Dont know

62. What is your opinion about the general applicability of the studies/ research your are doing in Sweden when returning to your home country?	☐ 01 Fully applicable ☐ 02 Applicable with modification ☐ 03 Not at all applicable ☐ 04 Don't know
63. Here is now a list containing some of the possible effects of your study and stay in a foreign country. Will you please number the items from 1 to 6, thereby indicating their relative importance in your eyes. The most important effect be numbered with 1, and so on.	☐ Professional ☐ Training and experience in academic ways of thought ☐ Personal contacts with Swedes ☐ Personal contacts with people from countries other than Sweden ☐ Contact with a foreign political system ☐ Contact with a foreign cultural and social system